

Tier 1/Classroom
Support Plans.
Identifying Academic
Problems and Collecting
the Right Data



Jim Wright

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Handout



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RTI/MTSS Classroom Teacher Toolkit

**BET Team Training: How to Identify
Emerging Academic Problems &
Collect Data on Classroom Interventions**

Jim Wright, Presenter

13 February 2019
West Babylon UFSD
West Babylon, NY

Email: jimw13159@gmail.com

Workshop Materials: <http://www.interventioncentral.org/westbabylon>

Workshop PPTs and handout available at:

<http://www.interventioncentral.org/westbabylon>



Worksheet: The Teacher as RTI 'First Responder': How to Create Classroom Academic Support Plans

Name: _____ Date: _____ Instructor: Jim Wright

Use this worksheet to apply concepts and try out skills presented at today's training.

Worksheet

1. **Problem ID: Write a 3-part Problem-Identification Statement.** Use this organizer to write your student's academic problem in the form of a 3-part Problem ID statement. For examples, see pp. 3-4 of handout:




3-Part Academic Problem ID Statement		
Environmental Conditions or Task Demands	Problem Description	Typical or Expected Level of Performance

2. **Problem ID: Write a Hypothesis Statement.** Based on your knowledge of this student, write a 'hypothesis' statement that pinpoints the likely 'root cause' of the academic problem. See pp. 4-5 of handout for a listing of possible hypotheses: (A) Skill Deficit; (B) Fluency Deficit; (C) Retention Deficit; (D) Endurance Deficit; (E) Generalization Deficit (F) Escape/Avoidance.

Hypothesis Statement

Agenda for Today's RTI/MTSS Work...



-  **Identification of Academic Problems.** What resources can consultants use with teachers to streamline and improve identification of Tier 1/classroom academic problems?
-  **Methods of Data Collection.** What are feasible data sources that teachers can use to monitor classroom interventions?
-  **District MTSS Plan.** How can WB use/adapt resources shared at today's training to support its MTSS plan ?

Identifying the Academic Problem: Part 1. What is a 3-part format for describing academic problems that can increase teachers' understanding of the student concern?
Handout; pp. 2-3



Academic Problems: Think of a Student

Describe the problem. Think of a student currently or previously in your class whose academic problem(s) require significant amounts of your time, energy, and support. In 1-2 sentences, briefly describe the nature of that student's academic problem(s).

Academic Problem Identification: The Challenge...

Teachers benefit when they can describe clearly and accurately exactly what a student's academic problem is. Here is a simple approach that will:

- 'frame' the student problem as a 3-part 'problem ID' statement, and
- link that student problem to a likely cause.

Academic Problem Identification: 3 Steps

Format the problem description as a 3-part problem-identification statement.

The process of writing this statement can help to make the **description** of the academic behavior more specific and also prompts the teacher to think about an appropriate performance **goal**.

Academic Problem Identification: 3 Steps

- *Conditions.* Describe the environmental conditions or task demands in place when the academic problem is observed.
- *Problem Description.* Describe the actual observable academic behavior with which the student has difficulty. If available, include specifics about student performance, such as rate of work, accuracy, or other relevant quantitative information.
- *Typical or Expected Level of Performance.* Provide a typical or expected performance criterion for this skill or behavior. Typical or expected academic performance can be calculated using a variety of sources, such as benchmark norms, local (classroom) norms, or expert opinion.

3-Part Problem ID Statement: Examples

Conditions	Problem Description	Typical/Expected Level of Performance Class Norms
When shown flashcards with mixed-case letters for 3 seconds	Annika can name 38 of 52 correctly	while most peers in her class can name all letters correctly.

General Problem: *Annika doesn't know all of her letters.*

3-Part Problem ID Statement: Examples

Conditions	Problem Description	Typical/Expected Level State/CC Standard
When asked to blend / segment onsets and rimes of single-syllable spoken words	Thomas (grade 1) is inconsistent in this skill	while this is a Kindergarten ELA/Reading standard.

General Problem: *Thomas has limited phonics/alphabetic skills.*

3-Part Problem ID Statement: Examples

Conditions	Problem Description	Typical/Expected Le Pe Class Norms
When shown CVC words from all vowel families via flashcards	Terrance requires adult prompting, hints, and occasional direction to sound out and blend the words	while classmates perform the task with prompting only.

General Problem: *Terrance still needs help in decoding CVC words.*

3-Part Problem ID Statement: Examples

Conditions	Problem Description	Typical/Expected Level of Performance Benchmark Norms
When reading aloud from a 1-minute 4th-grade passage	Benjamin reads an average of 45 words	while the fall norm (20th percentile) at Grade 4 is 68 words per minute.

General Problem: *Benjamin is a slow reader.*

3-Part Problem ID Statement: Examples

Conditions	Problem Description	Typical/Expected Level of Performance Class Norms
When completing sets of 5 short-answer questions based on assigned readings	Neda scores an average of 40% (2 of 5 correct)	while classmates score an average of 80%.

General Problem: *Neda does not retain important information from readings.*

3-Part Problem ID Statement: Examples

Conditions	Problem Description	Typical/Expected Level
When directed to match terms and definitions for 20 social-studies terms	Lucy can correctly match 10 items	<div data-bbox="1381 479 1850 699" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Entry-Level Skill</div> while this entry-level vocabulary is a prerequisite for the course.

General Problem: *Lucy lacks basic social-studies vocabulary.*

3-Part Problem ID Statement: Examples

Conditions	Problem Description	Typical/Expected Level Class Norm
When working independently at her desk...	Alice frequently seeks teacher help...	while most classmates are able to complete the task without adult support.

General Problem: *Alice is always seeking teacher help instead of working on her own.*

3-Part Problem ID Statement: Examples

Conditions	Problem Description	Typical/Expected Level Class Norm
For science homework...	Tye turns in assignments an average of 50% of the time...	while the classroom median rate of homework turned in is 90%.

General Problem: *Tye isn't getting his homework in.*

3-Part Problem ID Statement: Examples

Conditions	Problem Description	Typical/Expected Level
<p>When completing an introductory-level algebra word problem...</p>	<p>Ann is unable to translate that word problem into an equation with variables...</p>	<p>while most peers in her class have mastered this skill.</p>

Entry-Level Skill

General Problem: *Ann can't set up her math word-problems.*



Worksheet: The Teacher as RTI 'First Responder': How to Create Classroom Academic Support Plans

Name: _____ Date: _____ Instructor: Jim Wright

Use this worksheet to apply concepts and try out skills presented at today's training.

1. **Problem ID: Write a 3-part Problem-Identification Statement.** Use this organizer to write your student's academic problem in the form of a 3-part Problem ID statement. For examples, see pp. 3-4 of handout:

3-Part Academic Problem ID Statement		
Environmental Conditions or Task Demands	Problem Description	Typical or Expected Level of Performance

2. **Problem ID: Write a Hypothesis Statement.** Based on your knowledge of this student, write a 'hypothesis' statement that pinpoints the likely 'root cause' of the academic problem. See pp. 4-5 of handout for a listing of possible hypotheses: (A) Skill Deficit; (B) Fluency Deficit; (C) Retention Deficit; (D) Endurance Deficit; (E) Generalization Deficit (F) Escape/Avoidance.

Hypothesis Statement

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Worksheet

Academic Problems: Think of a Student

Problem ID: Write a 3-part Problem-Identification Statement. On your worksheet, write your student's academic problem in the form of a 3-part Problem ID statement. For examples, see handout; pp. 2-3.

3-Part Academic Problem ID Statement		
Environmental Conditions or Task Demands	Problem Description	Typical or Expected Level of Performance

Identifying the Academic Problem:
Part 2. What are 8 common reasons for academic problems—and how can they be measured and fixed?



Response to Intervention/Multi-Tier System of Supports

Identifying Academic Problems in the Classroom: A Guide for Teachers pp. 5-7

Jim Wright, Presenter
www.interventioncentral.org

5

Defining Academic Problems in the Classroom © 2019 Jim Wright

Identifying Academic Problems in the Classroom: A Guide for Teachers

Directions: When students struggle to complete in-class and homework assignments, teachers can find it difficult to pinpoint the likely cause of the problem. The table below contains 8 common reasons why students might experience academic difficulty. Educators can use the table as a tool to quickly identify obstacles to student learning as well as to find suggestions to help the learner and to measure the impact of their academic-intervention efforts.

NOTE: Many of the causes for student underperformance contained here require that you first rule out competing explanations before you can accept them. For example, if a teacher believes that a student fails to complete classwork because of a lack of confidence/work avoidance (explanation 8), that instructor must first rule out the alternative explanation that the student simply lacks the skills to do the assignment.

Reason for Academic Problem	What It Looks Like	How to Respond	How to Measure: Sample Ideas
1. Skill. The student is unable to do the academic work.	<ul style="list-style-type: none"> All information sources (direct observation, work products, past records) indicate the student lacks the necessary skill(s) to do the work. 	<ul style="list-style-type: none"> Actively teach the target skill(s). Give the student models of correct performance to consult as needed (e.g., correctly completed math problems on board). Provide timely feedback about correct performance. Offer praise and encouragement for effort. 	<ul style="list-style-type: none"> Select any method for data collection that provides direct, observable evidence of the student's mastery of the academic skills being taught: e.g., teacher-made quizzes; rubrics; work products, etc.
2. Fluency. The student possesses the necessary academic skills but lacks fluency in completing the work.	<ul style="list-style-type: none"> The student can complete the work but is inefficient, requiring substantially more time than classmates to do so. The student may also be committing large amounts of cognitive energy to the basic task, preventing them from focusing on higher-level problem-solving or comprehension. 	<ul style="list-style-type: none"> Provide opportunities for the student to practice the skill and receive timely performance feedback. Reinforce the student for fluency as well as accuracy. 	<ul style="list-style-type: none"> Administer brief, timed measures to track growth in speed and efficiency. <p>NOTE: Curriculum-based measures (CBM's) (e.g., Oral Reading Fluency) are useful tools to track fluency in basic academic skills.</p>
3. Retention. The student appears to have mastered the necessary academic skill(s) in one session but does not retain the skill(s) until the next session.	<ul style="list-style-type: none"> The student demonstrates success on an academic task (e.g., correctly recalling a set of math facts from memory) but on a following day cannot repeat this same task. 	<ul style="list-style-type: none"> Give the student multiple opportunities to drill on and 'over-practice' the skill. 	<ul style="list-style-type: none"> Track student mastery of academic items (e.g., basic math facts) using a Cumulative Mastery Record.

MTSS: ACADEMICS

Tier 3: High-Risk Students: 5%

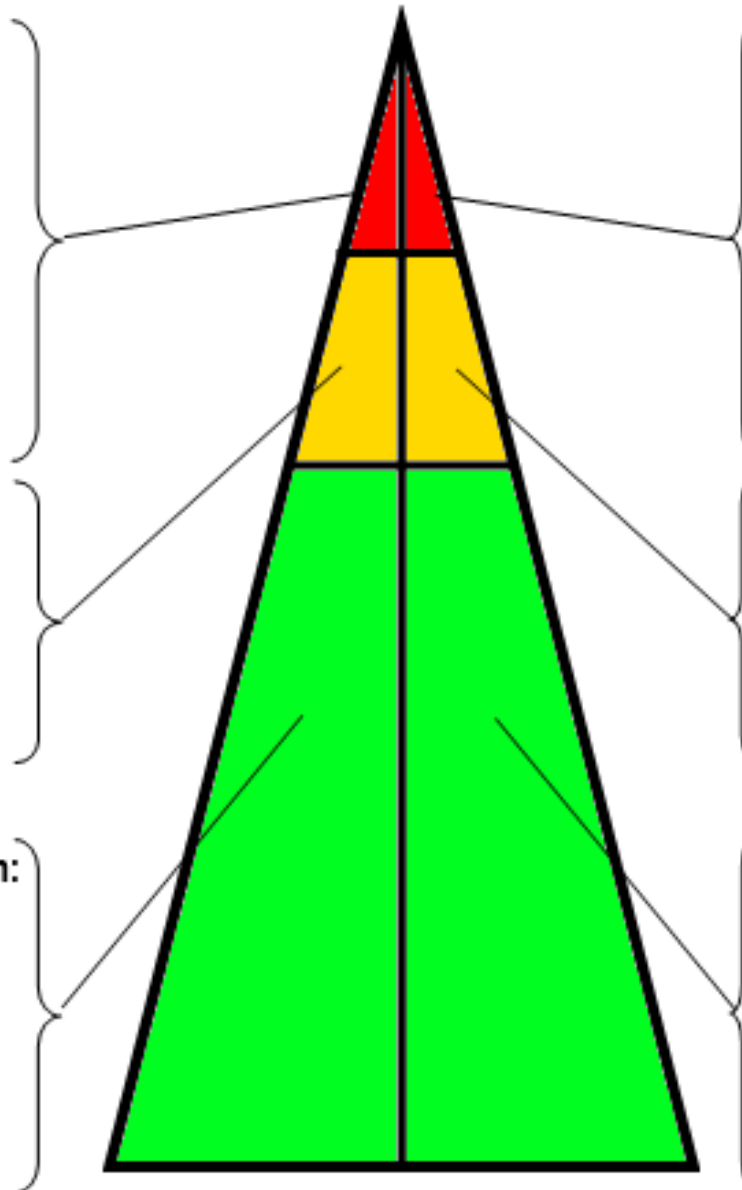
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

Tier 2: At-Risk Students: 15%

- Small-group interventions to address off-grade-level academic deficits
- Regular progress-monitoring

Tier 1: Universal: Core Instruction: 80%

- Effective group instruction
- Universal academic screening
- Academic interventions for struggling students



MTSS: BEHAVIOR

Tier 3: High-Risk Students: 5%

- Functional Behavioral Assessments (FBAs)
- Behavior Intervention Plans (BIPs)
- Wrap-around RTI Team meetings
- Daily progress-monitoring

Tier 2: At-Risk Students: 15%

- Small-group interventions for emerging behavioral problems
- Regular progress-monitoring

Tier 1: Universal: Classroom Management: 80%

- Clear behavioral expectations
- Effective class-wide management strategies
- Universal behavior screening

Source: Grosche, M., & Voipe, R. J. (2013). Response-to-intervention (RTI) as a model to facilitate inclusion for students with learning and behaviour problems. *European Journal of Special Needs Education, 28*, 254-269. <http://dx.doi.org/10.1080/08856257.2013.768452>

Skill

Reason for Academic Problem

- The student is unable to do the academic work.

What It Looks Like

- All information sources (direct observation, work products, past records) indicate the student lacks the necessary skill(s) to do the work.

1

Skill

How to Respond

- Actively teach the target skill(s).
- Give the student models of correct performance to consult as needed (e.g., correctly completed math problems on board).
- Provide timely feedback about correct performance.
- Offer praise and encouragement for effort.

1

Skill

How to Measure: Sample Ideas

- Select any method for data collection that provides direct, observable evidence of the student's mastery of the academic skills being taught: e.g., teacher-made quizzes; rubrics; work products, etc.

Fluency

Reason for Academic Problem

- The student possesses the necessary academic skills but lacks fluency in completing the work.

Fluency

What It Looks Like

- The student can complete the work but is inefficient, requiring substantially more time than classmates to do so.

The student may also be committing large amounts of cognitive energy to the basic task, preventing them from focusing on higher-level problem-solving or comprehension.

Fluency

How to Respond

- Provide opportunities for the student to practice the skill and receive timely performance feedback.
- Reinforce the student for fluency as well as accuracy.

Fluency

How to Measure: Sample Ideas

- Administer brief, timed measures to track growth in speed and efficiency.
- NOTE: Curriculum-based measures (CBM's) (e.g., Oral Reading Fluency) are useful tools to track fluency in basic academic skills.

Retention

Reason for Academic Problem

- The student appears to have mastered the necessary academic skill(s) in one session but does not retain the skill(s) until the next session.

Retention

What It Looks Like

- The student demonstrates success on an academic task (e.g., correctly recalling a set of math facts from memory) but on a following day cannot repeat this same task.

Retention

How to Respond

- Give the student multiple opportunities to drill on and 'over-practice' the skill.

Retention

How to Measure: Sample Ideas

- Track student mastery of academic items (e.g., basic math facts) using a Cumulative Mastery Record.

Generalization

Reason for Academic Problem

- The student possesses the necessary academic skill(s) but fails to recognize opportunities when they should use those skills.

Generalization

What It Looks Like

- The teacher has evidence that the student possesses specific academic skills (e.g., reading comprehension techniques; an efficient note-taking strategy). However, the student fails to use those skills in appropriate situations or settings.

Generalization

How to Respond

- Identify situations/settings in which the student should use the missing skills ('skills transfer')
- Select a method (e.g., adult prompt; self-monitoring with a checklist) through which the student is alerted to apply those missing skills in the new setting.

Generalization

How to Measure: Sample Ideas

- Choose those target situations/settings to which the student should generalize specific skills.
- In those situations/settings, tally the number of times the student both (1) successfully displays the target skill(s), and (2) fails to display those skills.

'Academic Survival' Skills

Reason for Academic Problem

- The student's lack of academic survival skills (e.g., homework regimen; organizational skills) interferes with their completing and submitting work.

'Academic Survival' Skills

What It Looks Like

- The student's ability to complete assigned work is compromised because they are disorganized, manage time poorly, lack a strong study-skills or homework regimen, or have other survival-skill deficits.

'Academic Survival' Skills

How to Respond

- Identify the specific area(s) of academic survival skills that are lacking.
- Create a skills-checklist for each.
- Use this checklist to teach the survival skill steps. Consider having the student then use the checklist to self-monitor performance.

'Academic Survival' Skills

How to Measure: Sample Ideas

- For each academic survival skill that is lacking, create a checklist describing each recommended step or element.
- Periodically use the checklist to track those elements that the student is now successfully carrying out. (Methods to verify student success on checklist elements might include interview, direct observation, examination of work products, etc.).


Overprompting

Reason for Academic Problem

- The student completes the work—but requires high rates of adult prompting during the task.

External Prompt Types p. 15

Table 1: Prompt Types (MacDuff et al., 2001)



Manual Prompt	The student is guided manually to complete the skill. Guiding the student's hand to write letters on a worksheet is an example of a manual ('hand-over-hand') prompt. A partial manual prompt (e.g., the teacher guiding the student manually through only part of the task) is counted as a manual prompt.
Modeling Prompt	The student views a demonstration of the skill (e.g., demonstrated in person or via a video recording). Partial modeling (e.g., the teacher demonstrating a single step of a multi-step task) is counted as a modeling prompt.
Verbal Prompt	The student is prompted via verbal communication to demonstrate the skill. Verbal prompts can consist of a single word or several consecutive sentences. Encouragement and praise whose goal is to get the student to begin the task are considered verbal prompts.
Gestural Prompt	The student is prompted via a gesture (e.g., nodding, pointing, motioning, tapping on a worksheet) to complete the skill.
No Prompt	The student requires no prompting to complete the skill.

Overprompting

What It Looks Like

- The student does not complete the task without frequent prompting from adults (e.g., gestural prompt; verbal prompt; modeling prompt; manual prompt).

Overprompting

How to Respond

- A goal in reducing use of adult prompts is shift from more-intensive to less-intensive prompt types.
- For example, if the teacher demonstrates the skill (modeling), that teacher can aim to instead use a less-intensive verbal prompt. Similarly, a verbal prompt may be replaced by the teacher pointing to a checklist outlining steps the student is to follow (gestural prompt).

6

Overprompting

How to Measure: Sample Ideas

- During each session, record the number and types of prompt (e.g., gestural; verbal; modeling; manual) used to elicit student work.
- The goal over time is to see (1) a replacement of more-intensive with less-intensive adult prompts and (2) an overall reduction in the number of prompts required to complete the work.

Overhelping

Reason for Academic Problem

- The student has the ability to complete the work—but seeks repeated assistance during the task.

Overhelping

What It Looks Like

- The student seeks frequent adult help on the assignment even though all signs indicate that the student has the ability to do the work independently.

Overhelping

How to Respond

- Ensure that the student has supports to increase confidence during independent work (e.g., completed work models to review; fix-up strategies, etc.).
- Assign a fixed number of 'help requests' that the student can make (e.g., 3) during each work session. (Note: Consider also giving the student incentive NOT to use all help requests by allowing them to 'cash in' unused help requests for points, prizes, privileges, or rewards.)

7

Overhelping

How to Measure: Sample Ideas

- Tally the number of help requests that the student makes during each independent-work session.

Lack of Confidence/Work Avoidance

Reason for Academic Problem

- The student possesses the necessary academic skills but lacks sufficient confidence to attempt the work.

Lack of Confidence/Work Avoidance

What It Looks Like

- The student has the foundation skills to undertake the academic work—but displays an attitude of ‘learned helplessness’ that undermines confidence and work performance.

Lack of Confidence/Work Avoidance

How to Respond

- Adjust the work to the student's ability level.
- Use scaffolding / accommodation strategies to make the work more manageable, e.g., chunking, letting the student take brief work breaks, creating a work plan for multi-session assignments, using checklists to outline multi-step strategies such as math problem-solving.

8

Lack of Confidence/Work Avoidance

How to Measure: Sample Ideas

- Track information about quality, completion, and speed of academic work: e.g., percentage of assignments turned in; number of items attempted on completed assignments; time-log tracking length of time required to complete an assignment.



Worksheet: The Teacher as RTI 'First Responder': How to Create Classroom Academic Support Plans

Name: _____ Date: _____ Instructor: Jim Wright

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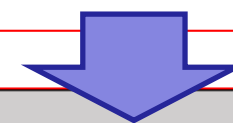
Hypothesis Statement

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Worksheet

Academic Problems: Think of a Student

2. **Problem ID: Write a Hypothesis Statement.** Consult the table of common reasons for student academic problems (pp. 5-7). Select the one that seems most appropriate for your student.



Hypothesis Statement

Identifying Academic Problems in the Classroom

1. *Skill.* The student is unable to do the academic work.
2. *Fluency.* The student possesses the necessary academic skills but has not mastered the necessary academic skill(s) until the next session.
3. *Academic Survival Skills.* The student lacks of academic survival skills (e.g., organization, time management) interferes with their completing and attempting the work—but requires frequent prompting.
4. *Overreliance.* The student has the ability to complete the work—but seeks repeated assistance during the task.
5. *Lack of Confidence/Work Avoidance.* The student possesses the necessary academic skills but lacks sufficient confidence to attempt the work.

Activity: Academic Problem ID

1. Review the 3-part problem ID statement format and list of problem statements shared today (pp. 2-4; 5-7).
2. Discuss how you might use these tools when you consult with teachers.

Identifying Academic Problems in the Classroom

1. *Skill*. The student is unable to do the academic work.
2. *Fluency*. The student possesses the necessary academic skills but lacks fluency in completing the work.
3. *Retention*. The student appears to have mastered the necessary academic skill(s) in one session but does not retain the skill(s) until the next session.
4. *Generalization*. The student possesses the necessary academic skill(s) but fails to recognize opportunities when they should use those skills.
5. *'Academic Survival' Skills*. The student's lack of academic survival skills (e.g., homework regimen; organizational skills) interferes with their completing and submitting work.
6. *Overprompting*. The student completes work—but requires frequent prompting.
7. *Overhelping*. The student has the ability to complete the work—but seeks repeated assistance during the task.
8. *Lack of Confidence/Work Avoidance*. The student possesses the necessary academic skills but lacks sufficient confidence to attempt the work.



Classroom Data Collection:

Monitoring Acquisition of Basic Academic-Skill Items (e.g., Letter Names; Math Facts)

Classroom Data Tool: **Cumulative Mastery Record**

- **What It Is:** A cumulative record of the student's acquisition/mastery of a defined collection of academic items such as multiplication math facts.

This record is updated whenever the student masters another academic item.



Classroom Data Tool: Cumulative Mastery Record

- What It Can Measure:
 - Any discrete collection of academic items to be mastered, such as:
 - vocabulary terms/definitions
 - math facts
 - spelling words
 - letter or number names
 - sight words.

Academic Skills: Cumulative Mastery Record

Student: School:

Academic Item Set: Define the set of academic items to be measured (e.g., 1-12; grade 1 sight-word list; vocabulary terms for biology course):

Academic Item Set

Criteria for Mastery: Describe the criteria for judging when the student has mastered a particular item from the academic item set. (Example: "A math fact is considered mastered when the student successfully answers that math-fact fluently in 30 seconds on three successive occasions during a session and repeats this performance without error at the next session.")

Criteria for Mastery

Baseline Skills Inventory: Prior to beginning the intervention, inventory the student's current level of mastery of the skill being measured. (NOTE: Apply the 'criteria for mastery' guidelines written above when completing the baseline skills inventory.)

Person completing the inventory: Date:

Baseline Skills Inventory

<input type="text"/>	Item 11: <input type="text"/>	Item 21: <input type="text"/>
Item 2: <input type="text"/>	Item 12: <input type="text"/>	Item 22: <input type="text"/>
Item 3: <input type="text"/>	Item 13: <input type="text"/>	Item 23: <input type="text"/>
Item 4: <input type="text"/>	Item 14: <input type="text"/>	Item 24: <input type="text"/>
Item 5: <input type="text"/>	Item 15: <input type="text"/>	Item 25: <input type="text"/>
Item 6: <input type="text"/>	Item 16: <input type="text"/>	Item 26: <input type="text"/>
Item 7: <input type="text"/>	Item 17: <input type="text"/>	Item 27: <input type="text"/>
Item 8: <input type="text"/>	Item 18: <input type="text"/>	Item 28: <input type="text"/>
Item 9: <input type="text"/>	Item 19: <input type="text"/>	Item 29: <input type="text"/>
Item 10: <input type="text"/>	Item 20: <input type="text"/>	Item 30: <input type="text"/>

Cumulative Mastery Record Form (Online)

p.1

Academic Intervention: Cumulative Mastery Record

Student: School Yr: Classroom/Course:

Cumulative Mastery Record: During the intervention, record each mastered item below with date of mastery. NOTE: Be sure to use the 'criteria for mastery' defined on the first page of this form when judging whether the student has mastered a particular item.

Cumulative
Mastery
Record

Cumulative
Mastery Record
Form (Online)
p.2

Item 1: <input type="text"/>	Date: <input type="text"/>	Item 21: <input type="text"/>	Date: <input type="text"/>
Item 2: <input type="text"/>	Date: <input type="text"/>	Item 22: <input type="text"/>	Date: <input type="text"/>
Item 3: <input type="text"/>	Date: <input type="text"/>	Item 23: <input type="text"/>	Date: <input type="text"/>
Item 4: <input type="text"/>	Date: <input type="text"/>	Item 24: <input type="text"/>	Date: <input type="text"/>
Item 5: <input type="text"/>	Date: <input type="text"/>	Item 25: <input type="text"/>	Date: <input type="text"/>
Item 6: <input type="text"/>	Date: <input type="text"/>	Item 26: <input type="text"/>	Date: <input type="text"/>
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Item 10: <input type="text"/>	Date: <input type="text"/>	Item 30: <input type="text"/>	Date: <input type="text"/>
Item 11: <input type="text"/>	Date: <input type="text"/>	Item 31: <input type="text"/>	Date: <input type="text"/>
Item 12: <input type="text"/>	Date: <input type="text"/>	Item 32: <input type="text"/>	Date: <input type="text"/>
Item 13: <input type="text"/>	Date: <input type="text"/>	Item 33: <input type="text"/>	Date: <input type="text"/>
Item 14: <input type="text"/>	Date: <input type="text"/>	Item 34: <input type="text"/>	Date: <input type="text"/>
Item 15: <input type="text"/>	Date: <input type="text"/>	Item 35: <input type="text"/>	Date: <input type="text"/>
Item 16: <input type="text"/>	Date: <input type="text"/>	Item 36: <input type="text"/>	Date: <input type="text"/>
Item 17: <input type="text"/>	Date: <input type="text"/>	Item 37: <input type="text"/>	Date: <input type="text"/>
Item 18: <input type="text"/>	Date: <input type="text"/>	Item 38: <input type="text"/>	Date: <input type="text"/>
Item 19: <input type="text"/>	Date: <input type="text"/>	Item 39: <input type="text"/>	Date: <input type="text"/>
Item 20: <input type="text"/>	Date: <input type="text"/>	Item 40: <input type="text"/>	Date: <input type="text"/>

Cumulative Mastery Record: Steps. Student progress on acquisition-stage goals can be measured using flashcards. Here are the steps:

- *STEP 1: Prepare flashcards.* Create a flashcard deck with all items in the collection that the student is working to master (e.g., letter-naming).

Cumulative Mastery Record: Steps.

STEP 2: Define mastery. Develop criteria to define mastery performance for any item:

EXAMPLE: Mastery Criteria: *When shown a letter, the student names it correctly within 3 seconds. The student is able to repeat this performance 3 times without error.*

Cumulative Mastery Record Form

Academic Skills: Cumulative Mastery Record

Student: Janey

School Yr: 2017

Classroom/Course: Mrs. Winters, KDG

Academic Item Set: Define the set of academic items to be measured (e.g., basic multiplication facts from 1-12; grade 1 sight-word list; vocabulary terms for biology course):

Letter-Naming: Mixed Case

Criteria for Mastery: Describe the criteria for judging when the student has mastered a particular item from the academic item set. (Example: "A math fact is considered mastered when the student successfully answers that math-fact flashcard within 3 seconds on three successive occasions during a session and repeats this performance without error at the next session."):

When shown a letter, the student names it correctly within 3 seconds. The student is able to repeat this performance 3 times without error.

Cumulative Mastery Record: Steps.

STEP 3: Collect baseline data. Conduct a baseline assessment to find out which items the student already knows. Show the student each flashcard and ask the student to respond. Use your mastery criteria to sort the cards into “known” and “unknown” piles.

In our example, if a student hesitates for longer than 3 seconds to identify a letter name, that flashcard is placed on the “unknown” pile.

Record the flashcard items that the student knows and the date of the baseline assessment.

Cumulative Mastery Record Form

Baseline Skills Inventory: Prior to beginning the intervention, inventory the student's current level of mastery of the skill being measured. (NOTE: Apply the 'criteria for mastery' guidelines written above when completing the baseline skills inventory.)

Person completing the inventory: Mrs. Winters

Date: Sept 23, 2017

Item 1: a

Item 11: m

Item 21: D

Item 2: L

Item 12: r

Item 22: R

Item 3: Z

Item 13: B

Item 23: o

Cumulative Mastery Record: Steps.

STEP 4: Monitor progress. During the acquisition intervention, periodically (e.g., weekly) review the flashcards with the student. Whenever the student masters an additional item (according to your mastery criteria), log the mastered item and date.

Cumulative Mastery Record Form

Academic Intervention: Cumulative Mastery Record

Student: School Yr: Classroom/Course:

Cumulative Mastery Record: During the intervention, record each mastered item below with date of mastery. NOTE: Be sure to use the 'criteria for mastery' defined on the first page of this form when judging whether the student has mastered a particular item.

Item 1: <input type="text" value="Q"/>	Date: <input type="text" value="9/28/17"/>	Item 21: <input type="text"/>	Date: <input type="text"/>
Item 2: <input type="text" value="C"/>	Date: <input type="text" value="9/28/17"/>	Item 22: <input type="text"/>	Date: <input type="text"/>
Item 3: <input type="text" value="J"/>	Date: <input type="text" value="9/28/17"/>	Item 23: <input type="text"/>	Date: <input type="text"/>
Item 4: <input type="text" value="d"/>	Date: <input type="text" value="10/2/17"/>	Item 24: <input type="text"/>	Date: <input type="text"/>

Classroom Data Collection:

Monitoring Fluency in Basic Academic Skills

How to Monitor Basic Academic Skills: Curriculum-Based Measurement CBM



Classroom Data Tool: Curriculum-Based Measurement/Assessment

- **What It Is:** A series of brief measures of basic academic skills given under timed conditions and scored using standardized procedures.

CBM/CBA measures often include research-derived benchmark norms to assist in evaluating the student's performance.

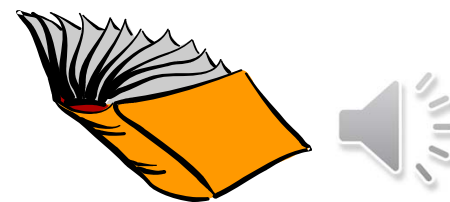
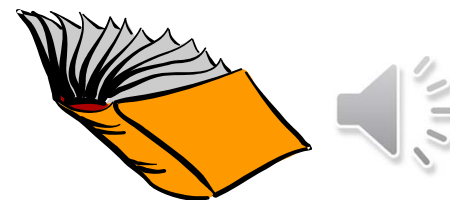
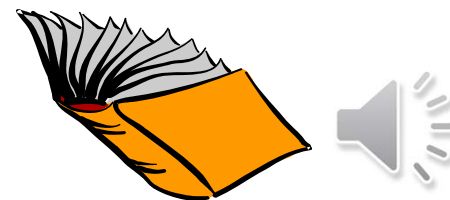
Classroom Data Tool: Curriculum-Based Measurement/Assessment

- **What It Can Measure:**

- Speed and accuracy in basic academic skills, such as:
 - letter naming: 1 min
 - number naming: 1 min
 - number sense: 1 min
 - oral reading fluency: 1 min
 - reading comprehension (maze): 3 mins
 - production of writing: 3 mins
 - math fact computation: 2 mins

Fluency Example: CBM Student Reading Samples: What Difference Does Fluency Make?

- *3rd Grade: 19 Words Per Minute*
- *3rd Grade: 70 Words Per Minute*
- *3rd Grade: 98 Words Per Minute*





DIBELS: A Reading Assessment Toolkit

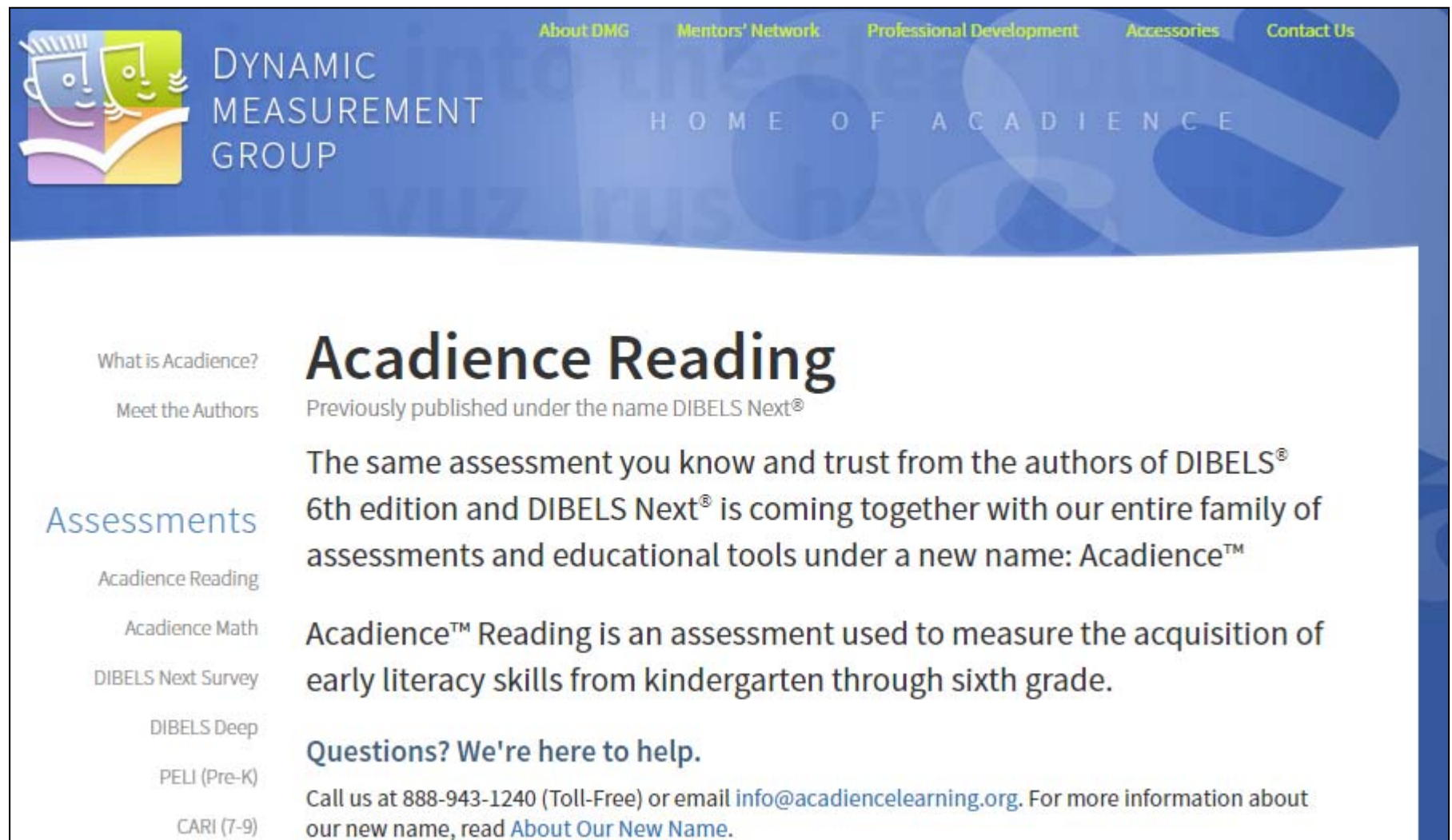
There are a variety of measurement products on the market that have been designed using CBM research.

The example presented here is a widely-used battery of fluency assessments for reading called DIBELS Next: <https://dibels.org/dibelsnext.html>. (DIBELS stands for **D**ynamic **I**ndicators of **B**asic **E**arly **L**iteracy **S**kills.)

NOTE: DIBELS is being renamed Acadience Learning.

DIBELS Next is a well-researched collection of 6 CBM-type assessments available to teachers at no cost to download, print, and use with their students. There are enough materials to monitor students weekly.

Acadience: <https://acadiencelearning.org/>



The screenshot shows the Acadience website homepage. At the top, there is a navigation menu with links for 'About DMG', 'Mentors' Network', 'Professional Development', 'Accessories', and 'Contact Us'. The main header features the 'DYNAMIC MEASUREMENT GROUP' logo on the left and the text 'HOME OF ACADIENCE' in the center. Below the header, the page is divided into a left sidebar and a main content area. The sidebar contains links for 'What is Acadience?', 'Meet the Authors', 'Assessments', 'Acadience Reading', 'Acadience Math', 'DIBELS Next Survey', 'DIBELS Deep', 'PELI (Pre-K)', and 'CARI (7-9)'. The main content area features the title 'Acadience Reading' and a sub-headline 'Previously published under the name DIBELS Next®'. The text explains that the assessment is being rebranded and is coming together with other educational tools. It also provides contact information for more details.

Acadience Reading
Previously published under the name DIBELS Next®

The same assessment you know and trust from the authors of DIBELS® 6th edition and DIBELS Next® is coming together with our entire family of assessments and educational tools under a new name: Acadience™

Acadience™ Reading is an assessment used to measure the acquisition of early literacy skills from kindergarten through sixth grade.

Questions? We're here to help.
Call us at 888-943-1240 (Toll-Free) or email info@acadiencelearning.org. For more information about our new name, read [About Our New Name](#).

How to Track Classroom Reading Interventions

DIBELS Next Literacy Fluency Measures

Measure	Reading Component(s) Assessed	Time to administer	Grade Range/Screening
First Sound Fluency (FSF). The examiner reads words aloud from a list. The student says the first sound for each word.	Phonemic Awareness drop	1 minute	• Kdg: Fall & Winter screenings

How to Track Classroom Reading Interventions

DIBELS Next Literacy Fluency Measures

Measure	Reading Component(s) Assessed	Time to administer	Grade Range/Screening																						
<p>Letter Naming Fluency (LNF). The student reads aloud the names of letters from a sheet with randomly arranged letters.</p>	Alphabetic Principle/ Phonics	1 minute	<ul style="list-style-type: none"> • Kdg: All year • Grade 1: Fall screening 																						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">I</td> <td style="padding: 5px;">T</td> <td style="padding: 5px;">u</td> <td style="padding: 5px;">J</td> <td style="padding: 5px;">V</td> <td style="padding: 5px;">s</td> <td style="padding: 5px;">O</td> <td style="padding: 5px;">i</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">p</td> <td style="padding: 5px;">W</td> </tr> <tr> <td style="padding: 5px;">M</td> <td style="padding: 5px;">Q</td> <td style="padding: 5px;">y</td> <td style="padding: 5px;">n</td> <td style="padding: 5px;">k</td> <td style="padding: 5px;">d</td> <td style="padding: 5px;">D</td> <td style="padding: 5px;">t</td> <td style="padding: 5px;">e</td> <td style="padding: 5px;">l</td> <td style="padding: 5px;">c</td> </tr> </table>				I	T	u	J	V	s	O	i	x	p	W	M	Q	y	n	k	d	D	t	e	l	c
I	T	u	J	V	s	O	i	x	p	W															
M	Q	y	n	k	d	D	t	e	l	c															

How to Track Classroom Reading Interventions

DIBELS Next Literacy Fluency Measures

Measure	Reading Component(s) Assessed	Time to administer	Grade Range/ Screening
Phoneme Segmentation Fluency (PSF). The examiner reads words aloud from a list. The student says the individual sounds making up each word.	Phonemic Awareness <div style="border: 1px solid red; padding: 5px; display: inline-block; font-size: 2em; font-weight: bold;">flag</div>	1 minute	<ul style="list-style-type: none">• Kdg: Winter & Spring screenings• Grade 1: Fall screening

How to Track Classroom Reading Interventions

DIBELS Next Literacy Fluency Measures

Measure	Reading Component(s) Assessed	Time to administer	Grade Range/Screening
<p>Nonsense Word Fluency (NWF). The student reads aloud from a list of VC and CVC nonsense words.</p>	Alphabetic Principle/ Phonics	1 minute	<ul style="list-style-type: none"> • Kdg: Winter & Spring screenings • Grade 1: All year • Grade 2: Fall screening

m u s

a v

w e c

m i v

d o p

How to Track Classroom Reading Interventions

DIBELS Next Literacy Fluency Measures

Measure	Reading Component(s) Assessed	Time to administer	Grade Range/Screening
<p>DIBELS Oral Reading Fluency (DORF). The student reads aloud from a text passage and is then asked to retell the main details of the reading.</p>	Reading Fluency	1 minute for initial reading; 1 minute for student retell	<ul style="list-style-type: none"> • Grade 1: Winter & Spring Screenings • Grades 2-6: All year

Response to Intervention/Multi-Tier System of Supports

DIBELS NEXT
Example: DORF

Total words: _____
Errors (include skipped words): - _____
Words correct: = _____

The Land Bridge

0 During the last ice age, the world looked much different than it does 13
13 today. Nearly all the land was covered with huge sheets of ice or glaciers. 27
27 Most of the world's water was trapped in these glaciers, and the water 40
40 level of the seas was low. A vast amount of land was above the water. 55
55 The narrow waterway between Asia and North America, the Bering 65
65 Strait, was mostly exposed land at that time. The land formed a narrow 78
78 bridge that connected Asia with North America. This land bridge was 89
89 cold and flat, and was covered by grass and shrubs. Before the formation 102
102 of the land bridge, early people who wanted to travel to North America 115
115 had to go by boat. Very few people actually made the voyage over the 129
129 water. Many more people traveled to North America when they were able 141

How to Track Classroom Reading Interventions

DIBELS Next Literacy Fluency Measures

Measure	Reading Component(s) Assessed	Time to administer	Grade Range/ Screening
Daze. The student is given a Maze passage to read silently. For each response item, the student reviews 3 choices and selects the word that best completes the meaning of that part of the passage.	Reading Comprehension	3 minutes	<ul style="list-style-type: none"> • Grades 3-6: All year

Response to Intervention/Multi-Tier System of Supports

DIBELS NEXT
Example: DAZE

Taking Great Nature Photographs

Many people love looking at a beautiful landscape or at waves crashing into rocks on a

wind-swept beach. They may want to capture a **distant** **need** **bit** of it on camera in order to **share** **blur** it with **how** others. Because the subject **is** **remember** **when** so beautiful, they think, "This is **rather** **whole** to be a wonderful **sure** photograph!"

However, **pictures** **taking** **puddle** a good nature photograph can be **tricky** **shooting** **majestic**. If you're not careful, a majestic

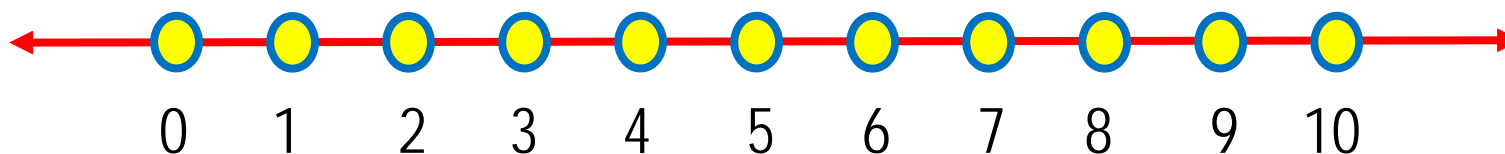
will **help** **mountain** may look like a distant pebble. **Wind** **Crashing** **Placing** waves can easily become a gray **vibrant** **light** **blur**, with

Curriculum-Based Measures (CBMs) from Intervention Central

<i>CBM</i>	<i>Skill Area</i>	<i>Activity</i>
Letter Sound Fluency/Letter Name Fluency	Alphabetics/ Phonics	1 Minute: Student reads letter names or sounds from a randomly generated list.
Oral Reading Fluency	Reading Fluency	1 Minute: Student reads aloud from a text passage.
Reading Comprehension Fluency (Maze)	Reading Comprehension	3 Minutes: Student reads silently from a Maze passage and selects correct word in each choice item that restores meaning to the passage.
Early Math Fluency	Number Sense	1 Minute: Student completes an Early Math Fluency probe: (1) Quantity Discrimination; (2) Missing Number; or (3) Number Identification
Computation Fluency	Math Fact Fluency	2 Minutes: Student completes math facts and receives credit for each correct digit.
Written Expression	Mechanics/ Conventions of Writing	4 Minutes: Student reads a story-starter (sentence stem), then produces a writing sample that can be scored for Total Words Written, Correctly Spelled Words, Correct Writing Sequences.

Early Math Fluency: Measuring 'Number Sense'

- Early Math Fluency measures track primary-grade students' acquisition of number sense (defined as mastery of internal number line)



Response to Intervention/Multi-Tier System of Supports

- **Early Math Fluency: Quantity Discrimination [1 minute]:**
The student is given a worksheet with number pairs and, for each pair, identifies the larger of the two numbers.

4 12

Quantity Discrimination (QD): 1 Minute: The student is presented with pairs of numbers randomly sampled from 1-20 and must identify the larger number in each pair.

Grade	Fall QD (Chard et al., 2005)	Fall: +/-1 SD (≈16th%ile to 84th%ile)	Winter QD (Chard et al., 2005)	Winter: +/-1 SD (≈16th%ile to 84th%ile)	Spring QD (Chard et al., 2005)	Spring: +/-1 SD (≈16th%ile to 84th%ile)	Weekly Growth
K	15	8↔22	20	8↔32	23	12↔34	0.25
1	23	16↔30	30	21↔39	37	28↔46	0.44

Source: Chard, D. J., Clarke, B., Baker, S., Otterstedt, J., Braun, D., & Katz, R. (2005). Using measures of number sense to screen for difficulties in mathematics: Preliminary findings. *Assessment for Effective Intervention*, 30(3), 3-14.

Response to Intervention/Multi-Tier System of Supports

- Early Math Fluency: Missing Number [1 minute]:** The student is given a worksheet with 4-digit number series with one digit randomly left blank and, for each series, names the missing number.

14 — 16 17
--

Missing Number (MN): 1 Minute: The student is presented with response items consisting of 3 sequential numbers with one of those numbers randomly left blank. (Each 3-number series is randomly generated from the pool of numbers 1-20.) The student attempts to name the missing number in each series.

Grade	Fall MN (Chard et al., 2005)	Fall: +/-1 SD (≈16th%ile to 84th%ile)	Winter MN (Chard et al., 2005)	Winter: +/-1 SD (≈16th%ile to 84th%ile)	Spring MN (Chard et al., 2005)	Spring: +/-1 SD (≈16th%ile to 84th%ile)	Weekly Growth
K	3	0↔7	10	3↔17	14	7↔21	0.34
1	9	3↔15	17	11↔23	20	14↔26	0.34

Source: Chard, D. J., Clarke, B., Baker, S., Otterstedt, J., Braun, D., & Katz, R. (2005). Using measures of number sense to screen for difficulties in mathematics: Preliminary findings. *Assessment for Effective Intervention*, 30(3), 3-14.

Response to Intervention/Multi-Tier System of Supports

- **Early Math Fluency: Number Identification [1 minute]:** The student is given a worksheet randomly generated numbers and reads off as many as possible within the time limit.

34 37 50 38 1

Number Identification (NID): 1 Minute: The student is presented with a randomly generated series of numbers ranging from 1-20 and names as many of those numbers aloud as time allows.							
Grade	Fall NID <small>(Chard et al., 2005)</small>	Fall: +/-1 SD <small>(≈16th%ile to 84th%ile)</small>	Winter NID <small>(Chard et al., 2005)</small>	Winter: +/-1 SD <small>(≈16th%ile to 84th%ile)</small>	Spring NID <small>(Chard et al., 2005)</small>	Spring: +/-1 SD <small>(≈16th%ile to 84th%ile)</small>	Weekly Growth
K	14	0↔28	45	27↔63	56	38↔74	1.31
1	34	18↔50	53	36↔70	62	46↔78	0.88

Source: Chard, D. J., Clarke, B., Baker, S., Otterstedt, J., Braun, D., & Katz, R. (2005). Using measures of number sense to screen for difficulties in mathematics: Preliminary findings. *Assessment for Effective Intervention*, 30(3), 3-14.



The application to create CBM Early Math Fluency probes online

Quantity Discrimination (QD)

Description: The student is given a sheet of number pairs and must verbally identify the larger of the two values for each pair.

Select the *lowest* and *highest* numbers to be selected in the quantity-discrimination items:

FROM 0

TO 20

How many quantify discrimination items should appear *in each row*?:

3 items

How many *rows* of items should appear on the student worksheet?:

8

Submit

- QD Directions:** Download directions for administering and scoring *Quantity Discrimination* probes, test statistics, & brief guidelines for use in an RTI process
- QD Graph:** Access a time-series graph to chart student progress using *Quantity Discrimination* probes

Missing Number (MN)

Description: The student is given a sheet that contains a series of 3- or 4-number sequences. In each sequence, one number is missing. The student must verbally identify the missing number.

Select the *lowest* and *highest* numbers to be selected in the missing number items:

FROM 0

TO 20

How many missing number items should appear *in each row*?:

3 items

How many numbers should appear in each number series?

3

items

5

Numberfly Early Math Fluency Generator

<http://www.interventioncentral.org>

Use this free online application to design and create Early Math Fluency Probes, including:

- Quantity Discrimination
- Missing Number
- Number Identification

Math Computation Fluency

- Students should have fluent recall of basic-operation math facts to prepare them for demanding math courses in middle and high school.

Benefits of Automaticity of 'Arithmetic Combinations'

(Gersten, Jordan, & Flojo, 2005)

- There is a strong correlation between poor retrieval of arithmetic combinations ('math facts') and global math delays
- Automatic recall of arithmetic combinations frees up student 'cognitive capacity' to allow for understanding of higher-level problem-solving
- By internalizing numbers as mental constructs, students can manipulate those numbers in their head, allowing for the intuitive understanding of arithmetic properties...

Source: Gersten, R., Jordan, N. C., & Flojo, J. R. (2005). Early identification and interventions for students with mathematics difficulties. *Journal of Learning Disabilities, 38*, 293-304.

Response to Intervention/Multi-Tier System of Supports

- **Math Computation Fluency** [2 minutes]: The student is given a math-fact worksheet and completes as many problems as possible. The worksheet is scored for number of correct digits.

Example: Student Worksheet

$$\begin{array}{r} 62 \\ \times 11 \\ \hline \end{array}$$

Example: Answer Key

$$\begin{array}{r} 62 \\ \times 11 \\ \hline 62 \\ 62- \\ \hline 682 \end{array}$$

Response to Intervention/Multi-Tier System of Supports

- **Math Computation Fluency** [2 minutes]: The student is given a math-fact worksheet and completes as many problems as possible. The worksheet is scored for number of correct digits.

Curriculum-Based Measurement: Computation Fluency Norms

(Burns, VanDerHeyden, & Jiban, 2006; Deno & Mirkin, 1977; Fuchs & Fuchs, 1993; Fuchs & Fuchs, n.d.)*

CBM-Computation Fluency measures a student's accuracy and speed in completing 'math facts' using the basic number operations of addition, subtraction, multiplication, and division. Computation fluency in the elementary grades is a strong predictor of later success in higher-level math coursework (Gersten, Jordan, & Flojo, 2005). CBM-Computation Fluency probes are 2-minute assessments of basic math facts that are scored for number of 'correct digits'.

Grade	End of Year Benchmark: Correct Digits per 2 Mins (Fuchs & Fuchs, n.d.)	Weekly Growth: 'Realistic' (Fuchs & Fuchs, 1993)	Weekly Growth: 'Ambitious' (Fuchs & Fuchs, 1993)
1	20	0.3	0.5

Response to Intervention/Multi-Tier System of Supports

- **Math Computation Fluency** [2 minutes]: The student is given a math-fact worksheet and completes as many problems as possible. The worksheet is scored for number of correct digits.

Curriculum-Based Measurement: Computation Fluency Norms (Burns, VanDerHeyden, & Jiban, 2006; Deno & Mirkin, 1977; Fuchs & Fuchs, 1993; Fuchs & Fuchs, n.d.)*				
Grade	Performance Level	Correct Digits per 1 Min (Burns, VanDerHeyden, & Jiban, 2006)	Weekly Growth: 'Realistic' (Fuchs & Fuchs, 1993)	Weekly Growth: 'Ambitious' (Fuchs & Fuchs, 1993)
2	Mastery	More than 31	0.3	0.5
	Instructional	14-31		
	Frustration	Less than 14		
3	Mastery	More than 31	0.3	0.5
	Instructional	14-31		
	Frustration	Less than 14		
4	Mastery	More than 49	0.75	1.2
	Instructional	24-49		
	Frustration	Less than 24		
5	Mastery	More than 49	0.75	1.2
	Instructional	24-49		
	Frustration	Less than 24		

Response to Intervention/Multi-Tier System of Supports

- **Math Computation Fluency** [2 minutes]: The student is given a math-fact worksheet and completes as many problems as possible. The worksheet is scored for number of correct digits.

Curriculum-Based Measurement: Computation Fluency Norms

(Burns, VanDerHeyden, & Jiban, 2006; Deno & Mirkin, 1977; Fuchs & Fuchs, 1993; Fuchs & Fuchs, n.d.)*

Grade	Performance Level	Correct Digits per 2 Mins (Deno & Mirkin, 1977)	Weekly Growth: 'Realistic' (Fuchs & Fuchs, 1993)	Weekly Growth: 'Ambitious' (Fuchs & Fuchs, 1993)
6	Mastery	More than 79	0.45	1.0
	Instructional	40-79		
	Frustration	Less than 40		

Mechanics & Conventions of Writing

- Tracking student growth in emerging writing skills can be confusing and time-consuming for teachers.

However, Curriculum-Based Measurement-Written Expression (CBM-WE) is an efficient, reliable method of formative student assessment that yields numeric indicators that are instructionally useful--such as total words written, correctly spelled words, and correct writing sequences.

CBM Writing Assessment: Scoring

Total Words:

I woud drink water from the ocean and I woud eat the fruit off of the trees. Then I woud bilit a house out of trees, and I woud gather firewood to stay warm. I woud try and fix my boat in my spare time.

Total Words = 45

Response to Intervention/Multi-Tier System of Supports

- **CBM-WE: Total Words Written [4 Minutes]**. The student's writing sample is scored for the total words written.

Total Words Written (TWW): This measure is a count of the total words written during the CBM-WE assessment.					
Grade	Fall TWW (Malecki & Jewell, 2003)	Fall: +/-1 SD (≈16th%ile to 84th%ile)	Spring TWW (Malecki & Jewell, 2003)	Spring: +/-1 SD (≈16th%ile to 84th%ile)	Weekly Growth (Tadatada, 2011)
1	8	3↔13	14	7↔21	0.45
2	24	14↔34	31	19↔43	0.43
3	36	23↔49	36	24↔48	0.35
4	41	30↔52	46	30↔62	0.25
5	51	34↔68	67	43↔91	--
6	44	31↔57	58	44↔72	--

Source: Gansle, K. A., VanDerHeyden, A. M., Noell, G. H., Resetar, J. L., & Williams, K. L. (2006). The technical adequacy of curriculum-based and rating-based measures of written expression for elementary school students. School Psychology Review, 35, 435-450.

CBM Writing Assessment: Scoring

Correctly Spelled Words:

I **woud** drink water from the ocean
and I **woud** eat the fruit off of the
trees. Then I **woud** **bilit** a house
out of trees, and I **woud** gather
firewood to stay warm. I **woud** try
and fix my boat in my spare time.

Correctly Spelled Words = 39

Response to Intervention/Multi-Tier System of Supports

- **CBM-WE: Correctly Spelled Words [4 Minutes]**. The student's writing sample is scored for the number of words spelled correctly.

Correctly Spelled Words (CSW): This measure is a count of correctly spelled words written during the CBM-WE assessment.					
Grade	Fall CSW (Malecki & Jewell, 2003)	Fall: +/-1 SD (≈16th%ile to 84th%ile)	Spring CSW (Malecki & Jewell, 2003)	Spring: +/-1 SD (≈16th%ile to 84th%ile)	Weekly Growth (Tadatada, 2011)
1	5	1↔9	10	3↔17	0.45
2	20	10↔30	27	15↔39	0.46
3	32	19↔45	33	21↔45	0.37
4	38	26↔50	44	29↔59	0.26
5	48	31↔65	65	42↔88	--
6	42	29↔55	56	41↔71	--

Source: Gansle, K. A., VanDerHeyden, A. M., Noell, G. H., Resetar, J. L., & Williams, K. L. (2006). The technical adequacy of curriculum-based and rating-based measures of written expression for elementary school students. *School Psychology Review, 35*, 435-450.

CBM Writing Assessment: Scoring

Correct Writing Sequences:

I *woud* drink water from the ocean
and I *woud* eat the fruit off of the
trees. Then I *woud bilit* a house
out of trees, and I *woud* gather
firewood to stay warm. I *woud* try
and fix my boat in my spare time.

Correct Writing Sequences = 37

Response to Intervention/Multi-Tier System of Supports

- CBM-WE: Correct Writing Sequences [4 Minutes].** A point is scored whenever two adjacent units of writing (e.g., two words appearing next to each other) are correct in punctuation, capitalization, spelling, and syntactical and semantic usage.)

Correct Writing Sequences (CWS): This measure is a tabulation of correct 'writing sequences' written during the CBM-WE assessment. One Correct Writing Sequence is scored whenever two adjacent units of writing (e.g., two words appearing next to each other) are found to be correct in their punctuation, capitalization, spelling, and syntactical and semantic usage.

Grade	Fall CWS (Malecki & Jewell, 2003)	Fall: +/-1 SD (≈16th%ile to 84th%ile)	Spring CWS (Malecki & Jewell, 2003)	Spring: +/-1 SD (≈16th%ile to 84th%ile)	Weekly Growth (Tadatada, 2011)
1	2	0↔4	7	1↔13	0.36
2	15	5↔25	24	11↔37	0.44
3	28	14↔42	31	18↔44	0.35
4	38	25↔51	42	26↔58	0.22
5	46	28↔64	63	40↔86	--
6	41	27↔55	54	37↔71	--

Source: Gansle, K. A., VanDerHeyden, A. M., Noell, G. H., Resetar, J. L., & Williams, K. L. (2006). The technical adequacy of curriculum-based and rating-based measures of written expression for elementary school students. *School Psychology Review, 35*, 435-450.

The screenshot shows the 'Writing Probe Generator' page on the Intervention Central website. The page header includes the site logo, navigation links (Home, Academic Interventions, Behavior Interventions, Products, Workshops, CBM, Downloads, RTI Help, Contact), and social media icons. The main content area is titled 'Written Expression Probe Generator' and includes a description of the tool, usage instructions, and a list of pre-formatted story starters. A navigation bar at the bottom of the content area allows users to move between different story starter options.

INTERVENTION CENTRAL
Your source for RTI resources

Home Academic Interventions Behavior Interventions Products Workshops CBM Downloads RTI Help Contact

Writing Probe Generator

If you have any suggestions or comments about this tool, please mail me.

[Response to Intervention](#) Track, Document, Monitor & Manage RTI Data Made Easy [www.RTIinClass.com](#)
[Intervention Specialist](#) Family Addition Intervention. Don't wait for bottom: [\(813\) 833-3225](#) [FamilyPracticesandIntervention.com](#)
[Complete Solution for RTI](#) Benchmark and Targeted Assessments Online or Paper, Districtwide [www.bluebirdlearning.com](#)
[Common Core Activities](#) Online Tests, Lessons, and More! Reading, Writing, Math Content [www.easy2online.com](#) [AddChoice](#)

Written Expression Probe Generator

Curriculum-Based Measurement Written Expression probes are brief, timed (4-minute) assessments that look at a student's mastery of writing mechanics and conventions. The student is given a 'story starter', a brief introductory story stem that serves as a stimulus for the student to create his or her own writing sample.

Written expression probes can be used at any grade level in which students are still working on such writing skills as punctuation, grammar, spelling, and capitalization. They can also be administered to individual students or entire groups. NOTE: You can download instructions for administering and scoring CBM Written Expression probes by clicking [here](#).

Directions: You can use this application to generate your own custom CBM Written Expression Story Starter to use immediately with your student(s). Just follow these steps:

1. **Select a title [optional].** You can give your story starter sheet a custom title (e.g., 'Jim's Writing Sample: October 24, 2011') by typing your title into the textbox 'Select a title for this worksheet' below.
2. **Select or write a story starter.** Enter a story starter of your choosing into the textbox 'Type in the story starter' below. Of course, you can write your own story starter. Or you can click on any of the pre-formatted story starters on the right side of the page and that story starter will automatically load into the text box for you to edit as needed.
3. **Download and view the Writing Probe Sheet.** When you have finished formatting your writing probe, you can download and view it in pdf format by clicking on the 'Download PDF' button.
4. **Email the Writing Probe Sheet [optional].** As a convenience, this application allows you to email your finished Writing Probe Sheet to whomever you choose by clicking on the 'Email PDF' button and following directions to enter your own email address as well as that of the intended recipient.

Select a title for this worksheet [optional]

Type in the 'story starter'

The zookeeper noticed that the cage was open and...

Click on the 'story starter' you wish to use.

← previous 1 2 next →

1. In the morning, I opened my door and saw Eric horses standing in the street. Then...
2. When the snow storm began, the lights went out just before...
3. The boy was on his way to see the dinosaur in the museum when...
4. When the woman looked out her window one morning, she saw that a large meteorite from...

Writing Probe Generator

Create a probe to assess the mechanics and conventions of student writing.

URL: <http://www.interventioncentral.org/tools/writing-probe-generator>

Curriculum-Based Measures (CBMs) from Intervention Central

<i>CBM</i>	<i>Skill Area</i>	<i>Activity</i>
Letter Sound Fluency/Letter Name Fluency	Alphabetics/ Phonics	1 Minute: Student reads letter names or sounds from a randomly generated list.
Oral Reading Fluency	Reading Fluency	1 Minute: Student reads aloud from a text passage.
Reading Comprehension Fluency (Maze)	Reading Comprehension	3 Minutes: Student reads silently from a Maze passage and selects correct word in each choice item that restores meaning to the passage.
Early Math Fluency	Number Sense	1 Minute: Student completes an Early Math Fluency probe: (1) Quantity Discrimination; (2) Missing Number; or (3) Number Identification
Computation Fluency	Math Fact Fluency	2 Minutes: Student completes math facts and receives credit for each correct digit.
Written Expression	Mechanics/ Conventions of Writing	4 Minutes: Student reads a story-starter (sentence stem), then produces a writing sample that can be scored for Total Words Written, Correctly Spelled Words, Correct Writing Sequences.

Curriculum-Based Measures (CBMs) from Intervention Central

InterventionCentral
5-Minute 'Count Down' Timer
05:00
www.interventioncentral.org

<i>CBM</i>	<i>Skill Area</i>	<i>Activity</i>
Letter Sound Fluency/Letter Name	Alphabetics/Phonics	1 Minute: Student reads letter names or sounds from a randomly generated list

Curriculum-Based Measurement: Activity

At your tables:

- Select a CBM reviewed at today's training that you are interested in using back at your school.
- Discuss how you might use that CBM in your own instruction or share with teachers.

Be prepared to report out.

	Fluency	credit for each correct digit.
Written Expression	Mechanics/Conventions of Writing	4 Minutes: Student reads a story-starter (sentence stem), then produces a writing sample that can be scored for Total Words Written, Correctly Spelled Words, Correct Writing Sequences.

Classroom Data Collection:
Monitoring Use of Adult Prompts

How to Track Use of Adult Prompts on Academic Tasks

pp. 15-18



Tracking Adult Prompts




When students acquire new academic skills, they often require a transitional phase of teacher prompts to successfully perform those skills.

Prompts are a valuable tool to transition students to task-independence.

This segment presents a process and accompanying forms that teachers can use monitor progress toward task-independence—by tracking the type and number of prompts required for student performance.

External Prompt Types Look-Up Table

Table 1: Prompt Types (MacDuff et al., 2001)



Manual Prompt	The student is guided manually to complete the skill. Guiding the student's hand to write letters on a worksheet is an example of a manual ('hand-over-hand') prompt. A partial manual prompt (e.g., the teacher guiding the student manually through only part of the task) is counted as a manual prompt.
Modeling Prompt	The student views a demonstration of the skill (e.g., demonstrated in person or via a video recording). Partial modeling (e.g., the teacher demonstrating a single step of a multi-step task) is counted as a modeling prompt.
Verbal Prompt	The student is prompted via verbal communication to demonstrate the skill. Verbal prompts can consist of a single word or several consecutive sentences. Encouragement and praise whose goal is to get the student to begin the task are considered verbal prompts.
Gestural Prompt	The student is prompted via a gesture (e.g., nodding, pointing, motioning, tapping on a worksheet) to complete the skill.
No Prompt	The student requires no prompting to complete the skill.

Recording Adult Prompts: A Data Source



The *Student Prompts Recording Form* provides space for the adult to record the kind and number of adult prompts that the student needs to complete an activity.

1	DATE: M T W Th F <u>0</u> Oct 22, 2018	NOTES: <u>Rodney hesitated in starting his math worksheet. I pointed to the sheet--encouraged Rodney to start his work--showed him how to complete a sample problem. Then he started.</u>							
<input type="checkbox"/>	No Prompt	<input type="checkbox"/> 1	Gestural	<input type="checkbox"/> 2	Verbal	<input type="checkbox"/> 1	Modeling	<input type="checkbox"/>	Manual

→

Response to Intervention/Multi-Tier System of Supports

Tracking Adult Prompts

Student Prompts Recording Form

Student: Rodney H. Teacher: Mrs. Salinger

Target Task/Behavior. Describe the task/behavior that you are targeting to reduce/eliminate task-initiation prompts.

Rodney has 15 minutes to independently complete a math-computation worksheet (multiplication: 10 problems)

Prompt Definitions. Use these definitions to classify the types of prompts you use with your student.

Prompt Types. (MacDuff et al., 2001)	
Manual	The student is guided manually to complete the skill.
Modeling	The student views a demonstration of the skill (e.g., demonstrated in person, via a video recording).
Verbal	The student is prompted via verbal communication to demonstrate the skill.
Gestural	The student is prompted via a gesture (e.g., nodding, pointing, motioning, tapping on a worksheet) to complete the skill.
No Prompt	The student requires no prompting to complete the skill.

Prompt Recording. In the sections below, record your use of task-initiation prompts to initiate the identified task/behavior. Write observation dates, number and type of prompts used, and notes explaining your prompt use.

1	DATE: <u>MTWThF</u> <u>Oct 22, 2018</u> NOTES: <u>Rodney hesitated in starting his math worksheet. I pointed to the sheet--encouraged Rodney to start his work--showed him how to complete a sample problem. Then he started.</u>
<input type="checkbox"/> No Prompt <input style="width: 30px; text-align: center;" type="text" value="1"/> Gestural <input style="width: 30px; text-align: center;" type="text" value="2"/> Verbal <input style="width: 30px; text-align: center;" type="text" value="1"/> Modeling <input type="checkbox"/> Manual	
2	DATE: <u>MTWThF</u> _____ NOTES: _____
<input type="checkbox"/> No Prompt <input type="checkbox"/> Gestural <input type="checkbox"/> Verbal <input type="checkbox"/> Modeling <input type="checkbox"/> Manual	
3	DATE: <u>MTWThF</u> _____ NOTES: _____
<input type="checkbox"/> No Prompt <input type="checkbox"/> Gestural <input type="checkbox"/> Verbal <input type="checkbox"/> Modeling <input type="checkbox"/> Manual	

Student Prompts
Recording Form

Response to Intervention/Multi-Tier System of Supports

Tracking Adult Prompts

Student Prompts Recording Form

Student: Rodney H. Teacher: Mrs. Salinger

Target Task/Behavior. Describe the task/behavior that you are targeting to reduce/eliminate task-initiation prompts.

Rodney has 15 minutes to independently complete a math-computation worksheet (multiplication: 10 problems)

Prompt Definitions. Use these definitions to classify the types of prompts you use with your student.

↑ Prompt Definitions (MacDuff et al., 2001)

Target Task/Behavior. Describe the task/behavior that you are targeting to reduce/eliminate task-initiation prompts.

Rodney has 15 minutes to independently complete a math-computation worksheet (multiplication: 10 problems)

Prompt Recording. In the sections below, record your use of task-initiation prompts to initiate the identified task/behavior. Write observation dates, number and type of prompts used, and notes explaining your prompt use.

1	DATE: <u>MTWThF</u> <u>Oct 22, 2018</u> NOTES: <u>Rodney hesitated in starting his math worksheet. I pointed to the sheet--encouraged Rodney to start his work--showed him how to complete a sample problem. Then he started.</u>								
<input type="checkbox"/>	No Prompt	<input type="checkbox"/>	Gestural	<input type="checkbox"/>	Verbal	<input type="checkbox"/>	Modeling	<input type="checkbox"/>	Manual
2	DATE: <u>MTWThF</u> _____ NOTES: _____								
<input type="checkbox"/>	No Prompt	<input type="checkbox"/>	Gestural	<input type="checkbox"/>	Verbal	<input type="checkbox"/>	Modeling	<input type="checkbox"/>	Manual
3	DATE: <u>MTWThF</u> _____ NOTES: _____								
<input type="checkbox"/>	No Prompt	<input type="checkbox"/>	Gestural	<input type="checkbox"/>	Verbal	<input type="checkbox"/>	Modeling	<input type="checkbox"/>	Manual

Student Prompts
Recording Form

Response to Intervention/Multi-Tier System of Supports

Tracking Adult Prompts

Student Prompts Recording Form

Student: Rodney H. Teacher: Mrs. Salinger

Target Task/Behavior. Describe the task/behavior that you are targeting to reduce/eliminate task-initiation prompts.

Rodney has 15 minutes to independently complete a math-computation worksheet (multiplication: 10 problems)

Prompt Definitions. Use these definitions to classify the types of prompts you use with your student.

Prompt Types. (MacDuff et al., 2001)	
Manual	The student is guided manually to complete the skill.
Modeling	The student views a demonstration of the skill (e.g., demonstrated in person, via a video recording).

Prompt Definitions. Use these definitions to classify the types of prompts you use with your student.

Prompt Types. (MacDuff et al., 2001)	
Manual	The student is guided manually to complete the skill.
Modeling	The student views a demonstration of the skill (e.g., demonstrated in person, via a video recording).
Verbal	The student is prompted via verbal communication to demonstrate the skill.
Gestural	The student is prompted via a gesture (e.g., nodding, pointing, motioning, tapping on a worksheet) to complete the skill.
No Prompt	The student requires no prompting to complete the skill.

2 DATE: MTWThF _____ NOTES: _____

No Prompt
 Gestural
 Verbal
 Modeling
 Manual

3 DATE: MTWThF _____ NOTES: _____

No Prompt
 Gestural
 Verbal
 Modeling
 Manual

Student Prompts
Recording Form

Response to Intervention/Multi-Tier System of Supports

Tracking Adult Prompts

Student Prompts Recording Form

Student: Rodney H. Teacher: Mrs. Salinger

Target Task/Behavior. Describe the task/behavior that you are targeting to reduce/eliminate task-initiation prompts.

Rodney has 15 minutes to independently complete a math-computation worksheet (multiplication: 10 problems)

1 DATE: MTWThF Oct 22, 2018 NOTES: Rodney hesitated in starting his math worksheet. I pointed to the sheet--encouraged Rodney to start his work--showed him how to complete a sample problem. Then he started.

No Prompt Gestural Verbal Modeling Manual

1 DATE: MTWThF Oct 22, 2018 NOTES: Rodney hesitated in starting his math worksheet. I pointed to the sheet--encouraged Rodney to start his work--showed him how to complete a sample problem. Then he started.

No Prompt Gestural Verbal Modeling Manual

2 DATE: MTWThF _____ NOTES: _____

No Prompt Gestural Verbal Modeling Manual

3 DATE: MTWThF _____ NOTES: _____

No Prompt Gestural Verbal Modeling Manual

Recording Adult Prompts: A Data Source



The *Student Prompts Progress-Monitoring Chart* allows the adult to keep a cumulative record of prompt-use, to look for decreases in degree of prompting needed for task completion.

Prompt Chart: Series/ <u>Week 1</u> for Rodney						
↑	Manual					
	Modeling	1				
	Verbal	2	2	1		
	Gestural	1	1	1	1	
	No Prompt					1
		Oct 22 Date	Oct 23 Date	Oct 24 Date	Oct 25 Date	Oct 26 Date

Student Prompts Progress-Monitoring Chart

Response to Intervention/Multi-Tier System of Supports

Tracking Adult Prompts



Monitoring Use of Student Prompts © 2018 Jim Wright



www.interventioncentral.org

Student Prompts Progress-Monitoring Chart

Student: Rodney H. Teacher: Mrs. Salinger

Directions. Use this chart to record/summarize entries from the *Student Prompts Recording Form*.

Prompt Chart: Series/Week 1 for Rodney

↑	Manual	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Modeling	1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Verbal	2	2	1	<input type="text"/>	<input type="text"/>
	Gestural	1	1	1	1	<input type="text"/>
	No Prompt	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1
		<u>Oct 22</u> Date	<u>Oct 23</u> Date	<u>Oct 24</u> Date	<u>Oct 25</u> Date	<u>Oct 26</u> Date

Prompt Chart: Series/Week ____

↑	Manual	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Modeling	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Verbal	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Gestural	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	No Prompt	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		<u> </u> Date	<u> </u> Date	<u> </u> Date	<u> </u> Date	<u> </u> Date

Student Prompts
Progress-Monitoring Chart

Response to Intervention/Multi-Tier System of Supports

Tracking Adult Prompts



Monitoring Use of Student Prompts © 2018 Jim Wright



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Student Prompts Progress-Monitoring Chart

Student: Rodney H. Teacher: Mrs. Salinger

Directions. Use this chart to record/summarize entries from the *Student Prompts Recording Form*.

Prompt Chart: Series/Week 1 for Rodney

↑ Manual Modeling Verbal Gestural No Prompt	Manual					
	Modeling	1				

Prompt Chart: Series/Week 1 for Rodney

↑ Manual Modeling Verbal Gestural No Prompt	Manual					
	Modeling	1				
	Verbal	2	2	1		
	Gestural	1	1	1	1	
	No Prompt					1
		Oct 22 Date	Oct 23 Date	Oct 24 Date	Oct 25 Date	Oct 26 Date

Progress-Monitoring Chart

InterventionCentral
5-Minute 'Count Down' Timer
05:00
www.interventioncentral.org

Activity: Monitoring Adult Prompts

- Look over the forms on pp. 15-18.
- Discuss what students in your classroom or school might be appropriate to monitor with this prompt-tracking form. (Remember that sometimes we use prompts when not realizing it: e.g., 'nagging' the student.)

Monitoring Use of Student Prompts © 2018 Jim Wright
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Student Prompts Progress-Monitoring Chart

Student: _____ Rodney H. _____ Teacher: _____ Mrs. Salinger _____

Directions: Use this chart to record/summarize entries from the Student Prompts Recording Form.

Prompt Chart: Series/Week 1 for Rodney

↑	Manual					
	Modeling	1				
	Verbal	2	2	1		
	Gestural	1	1	1	1	
	No Prompt					1
		Oct 22 Date	Oct 23 Date	Oct 24 Date	Oct 25 Date	Oct 26 Date

Prompt Chart: Series/Week ____

↑	Manual					
	Modeling					
	Verbal					
	Gestural					
	No Prompt					
		Date	Date	Date	Date	Date

How to Track Classroom Reading Interventions

Review methods of classroom data collection (pp. 8-10).

Select 1-2 methods you would like to use (or use more often) in your classroom.

Jim Wright, Presenter
Data Collection: How to Monitor Classroom Interventions © 2016 Jim Wright www.interventioncentral.org

Classroom Data Tools: What Are They and What Can They Measure?

When a teacher wants to monitor a student's progress on a classroom academic intervention, the instructor will (1) decide what data 'channel' to use to collect that data, and then (2) select a data tool designed to capture the desired information. Here are those steps:

Step 1: Select a Data 'Channel'. While there are many ways to collect data to monitor student academic performance, virtually all information is gathered through one of four general 'data channels': direct observation, interviews, work products, or self-monitoring.

- **Direct observation.** The evaluator watches the student engaged in the academic task and records significant behaviors observed during that observation.
- **Interviews.** The evaluator talks with the student and/or adults familiar with the student to collect useful information about the student's academic performance.
- **Work products.** The evaluator reviews completed student work (e.g., in-class or homework assignments, quizzes and tests, etc.) to draw conclusions about that student's academic performance.
- **Self-monitoring.** The student collects information about his or her own academic performance and shares that data with the evaluator.

The four channels described here give teachers access to vital information on student performance. However, it is likely that the data the teacher collects across multiple situations will be highly variable and subjective—unless that instructor makes an effort to collect information in a structured, consistent format over time.

For example, a teacher might observe a student weekly during independent work to monitor whether the learner is consistently applying all steps of an academic strategy. If the teacher simply jots down random notes during these observations, the information collected will probably vary considerably across time, depending on what the teacher decides to include in his notes on any given day. If instead, however, the teacher uses a checklist that includes the essential steps in the academic strategy, that instructor's observations are far more likely to record accurately and consistently what steps in the strategy the student actually uses.

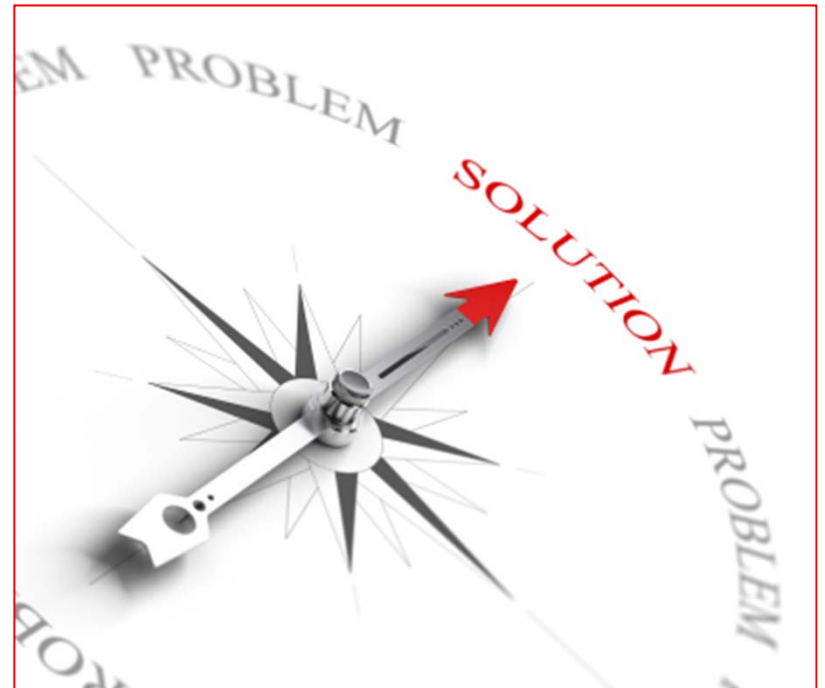
Checklists, rubrics, and other tools can transform information collected via observation, interviews, work products, or self-monitoring into objective formative data that can be charted over time to track the outcomes of classroom interventions.

Step 2: Select a Data Tool. Teachers have a variety of tools that they can access to collect behavioral or academic information and monitor classroom interventions. This 'look-up' chart provides a review of the most common data sources and what they can measure:

Data Tool	What It Is	What It Can Measure
Archival Data	Existing data routinely collected by schools that provides useful ongoing information about the student's academic or behavioral performance.	<ul style="list-style-type: none"> • Attendance • Office disciplinary referrals • Other aspects of behavior or academic performance captured in the school database

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How to Monitor Student Progress on Tier 1/Classroom Interventions



How to Monitor Student Progress on Tier 1/Classroom Interventions pp. 11-14



How to Monitor Student Progress on Tier 1/Classroom Interventions

If you are a teacher who wants to put a classroom academic or behavioral intervention plan in place for a struggling student, you will want to collect data on that intervention so that you can judge its effectiveness. After all, no one wants to commit time and effort to an intervention that is ineffective.

Your goal of interventions in Tier 1 (general-education instructional settings) is to provide academic and/or behavioral support that will allow your target student to be successful in core instruction. The kinds of data that you choose to monitor that student's progress will, of course, depend on what you wish to measure. However, any assessment that you choose should be a valid measure of the behavior or academic skill that is the focus of the intervention, able to accurately record short-term student gains, and feasible to collect in a busy classroom.

This article walks you through a 7-step process to create and carry out a plan to monitor student progress for any teacher-created classroom intervention:

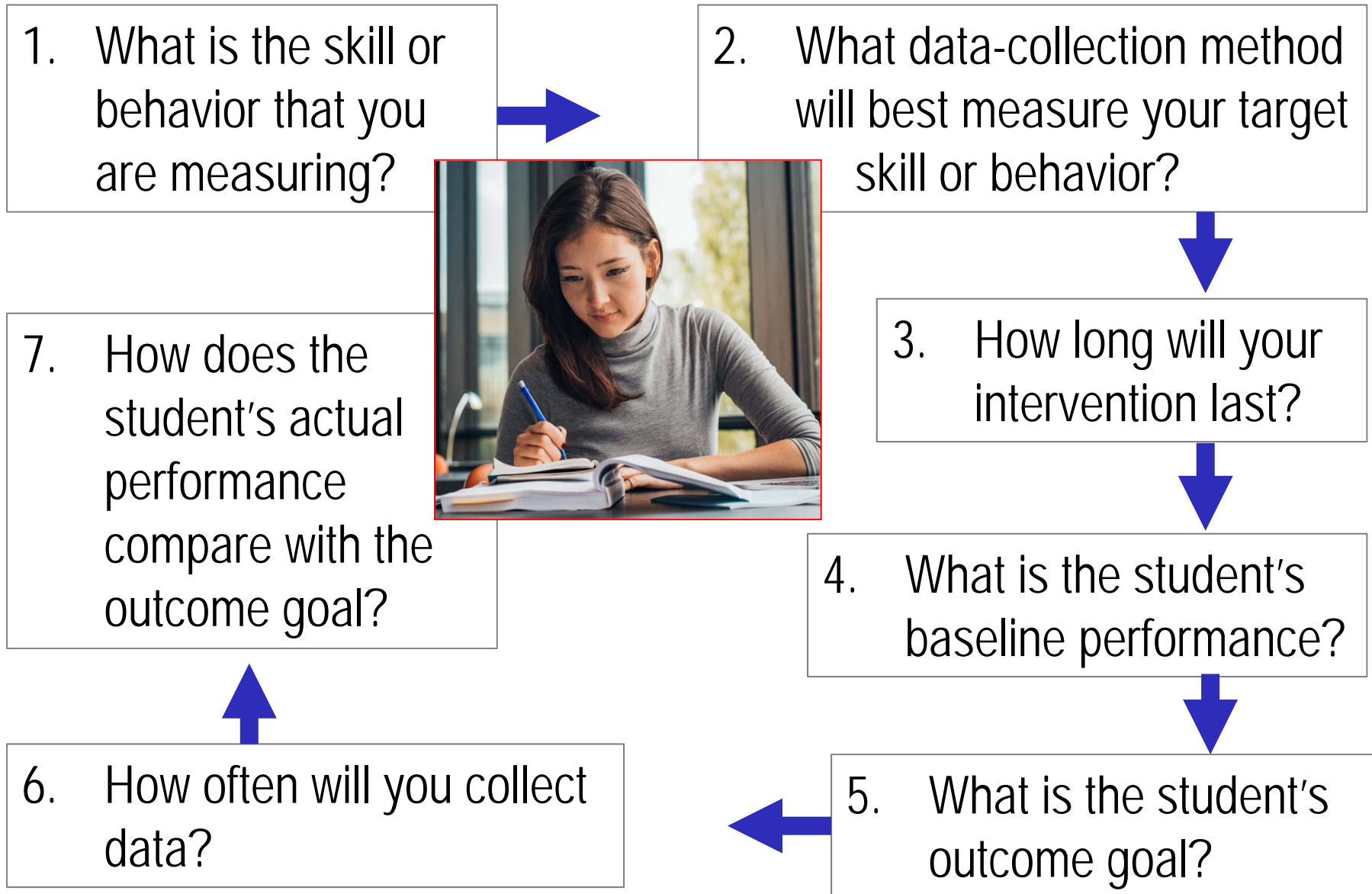
STEP 1: What is the skill or behavior that you are measuring? The initial step in setting up your plan to monitor a student is to choose a specific skill or behavior to measure. This 'problem-identification' statement should define the skill or behavior in clear, specific terms. Here are some examples:

Problem-Identification Statements: Examples
HOMEWORK. Russell does not turn in homework.
WRITING. Andrea's writing includes many incomplete sentences.
MATH FACTS. Rick is not fluent in multiplication math facts.
BEHAVIOR. Angela is inattentive in large-group instruction.

STEP 2: What data-collection method will best measure your target skill or behavior? Your next objective is to select a valid, reliable, and manageable way to collect data on the skill or behavior that you have targeted for intervention. You have a range of data-collection tools to choose from, such as rubrics, checklists, Daily Behavior Report Cards (DBRC), Curriculum-Based Measures (CBMs), teacher logs, etc. Here are examples of data collection methods selected to match specific student problems:

Data Collection Methods: Examples	
Problem ID Statement	Sample Data Tool
HOMEWORK. Russell does not turn in homework.	Homework log
WRITING. Andrea's writing includes many incomplete sentences.	Writing Sample: Compute percentage of complete sentences.
MATH FACTS. Rick is not fluent in multiplication math facts.	Curriculum-based measurement: 2-minute math computation worksheets in 0-12 multiplication
BEHAVIOR. Angela is inattentive in large-group instruction.	Daily Behavior Report Card

Creating a Classroom Progress-Monitoring Plan: 7 Steps





How to Monitor Classroom Interventions

STEP 1: What is the skill or behavior that you are measuring? The initial step in setting up your plan to monitor a student is to choose a specific skill or behavior to measure.

This 'problem-identification' statement should define the skill or behavior in clear, specific terms.

Problem-Identification Statements: Examples

HOMEWORK. Russell does not turn in homework.

WRITING. Andrea's writing includes many incomplete sentences.

MATH FACTS. Rick is not fluent in multiplication math facts.

BEHAVIOR. Angela is inattentive in large-group instruction.



How to Monitor Classroom Interventions

STEP 2: What data-collection method will best measure your target skill or behavior? Your next objective is to select a valid, reliable, and manageable way to collect data on the skill or behavior that you have targeted for intervention. (For a list of assessment tools, see handout; pp. 8-10)

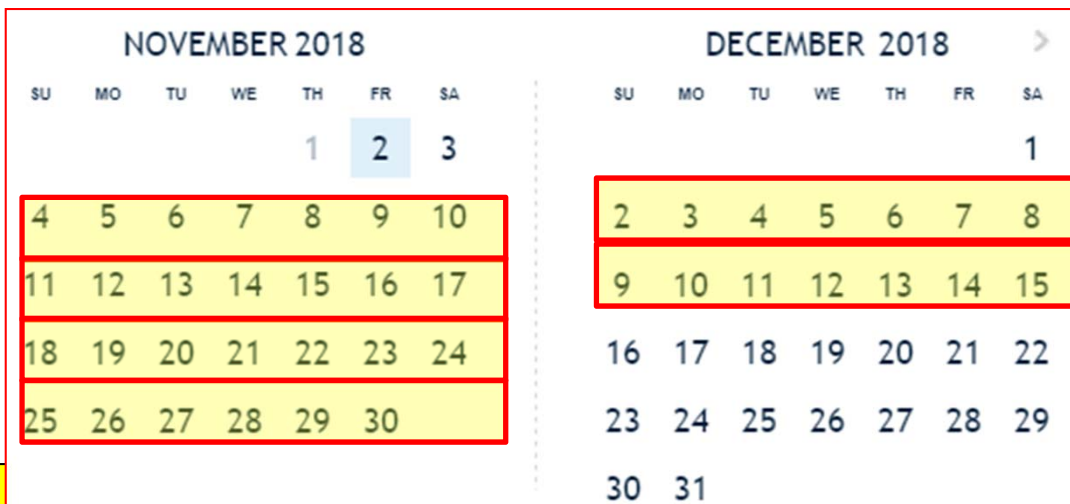
Response to Intervention/Multi-Tier System of Supports

Data Collection Methods: Examples	
<i>Problem ID Statement</i>	<i>Sample Data Tool</i>
HOMEWORK. Russell does not turn in homework.	Homework log
WRITING. Andrea's writing includes many incomplete sentences.	Writing Sample: Compute percentage of complete sentences.
MATH FACTS. Rick is not fluent in multiplication math facts.	Curriculum-based measurement: 2-minute math computation worksheets in 0-12 multiplication
BEHAVIOR. Angela is inattentive in large-group instruction.	Daily Behavior Report Card



How to Monitor Classroom Interventions

STEP 3: How long will your intervention last? When planning your classroom intervention, you should determine an end-date when you can review your progress-monitoring data and decide whether the intervention is successful. A good practice is to run your intervention for at least 6-8 instructional weeks before evaluating its effectiveness.





How to Monitor Classroom Interventions

STEP 4: What is the student's baseline performance?

Before launching your intervention, you will first use your selected data-collection tool to record baseline data reflecting the student's current performance in the skill or behavior that you are measuring.

Baseline data represents a starting point that permits you to calculate precisely any progress the student makes during the intervention.

Because student data can vary, you should strive to collect at least 3 baseline data points.

Baseline Data: Examples		
<i>Problem ID Statement</i>	<i>Sample Data Tool</i>	<i>Baseline Data</i>
HOMEWORK. Russell does not turn in homework.	Homework log	Russell turned in homework on 20 percent of days when homework was assigned. [Data source: percentage homework completion calculated from 1 week of homework log entries.]
WRITING. Andrea's writing includes many incomplete sentences.	Writing Sample: Compute percentage of complete sentences.	On Andrea's writing samples, an average of 40 percent of sentences are found to be incomplete. [Data source: median value of 3 writing samples collected on different days]
MATH FACTS. Rick is not fluent in multiplication math facts.	Curriculum-based measurement: 2-minute math computation worksheets	Rick calculates an average of 29 correct digits in 2 minutes on a 0-12 multiplication math-fact worksheet. [Data source: median value of 3 CBM worksheets collected on different days.]
BEHAVIOR. Angela is inattentive in large-group instruction.	Daily Behavior Report Card	On a DBRC item " <i>The student requires no more than 1 redirect for inattention during the class period</i> ", the teacher rates this item 'YES' during 1 of 5 days (20 percent). [Data source: percentage calculated from 5 days of DBRC data collection.]

How to Monitor Classroom Interventions



STEP 5: What is the student's outcome goal? You will next set an outcome goal that describes how the student is expected to perform on the target skill or behavior if the intervention is successful (e.g., after 6-8 weeks).

S.M.A.R.T. (SMART)

- **SPECIFIC**
- **MEASURABLE**
- **APPROPRIATE, ACHIEVEABLE, ATTAINABLE**
- **REALISTIC, RESULTS-FOCUSED**
- **TIME-BOUND**

Outcome Goal: Examples

<i>Problem ID Statement</i>	<i>Sample Data Tool</i>	<i>Outcome Goal</i>
HOMEWORK. Russell does not turn in homework.	Homework log	Russell will turn in at least 80 percent of assigned homework. [Data source: percentage homework completion calculated from final week of homework log entries.]
WRITING. Andrea's writing includes many incomplete sentences.	Writing Sample: Compute percentage of complete sentences.	On Andrea's writing samples, at least 90 percent of attempted sentences will be correct and complete. [Data source: median value of final 3 writing samples]
MATH FACTS. Rick is not fluent in multiplication math facts.	Curriculum-based measurement: 2-minute math computation worksheets	Rick will calculate an average of 49 correct digits in 2 minutes on a 0-12 multiplication math-fact worksheet. [Data source: average of final 2 CBM worksheets.]
BEHAVIOR. Angela is inattentive in large-group instruction.	Daily Behavior Report Card	On a DBRC item " <i>The student requires no more than 1 redirect for inattention during the class period</i> ", the teacher will rate this item 'YES' during at least 4 of 5 days (80 percent). [Data source: percentage calculated from final 5 days of DBRC data collection.]



How to Monitor Classroom Interventions

- **STEP 5: What is the student's outcome goal? (Cont.)** You can use several sources to calculate an outcome goal:
 - *CBMs.* If you are using academic CBMs with benchmark norms, those grade-level norms can help you to set a goal for the student.
 - *Classroom Norms.* If you are measuring a skill for which you lack benchmark norms, you may instead be able to compile classroom norms (i.e., sampling your entire class or a subgroup of your class) and use those group norms to set an outcome goal.
 - *Teacher-Defined Performance Goal (Criterion Mastery).* Sometimes, you must write an outcome goal—but don't have access to benchmark or classroom norms. In this case, you can always use your own judgment to define a meaningful outcome goal: e.g., the student will follow a 7-step process to solve a math word problem.



How to Monitor Classroom Interventions

STEP 5: What is the student's outcome goal? (Cont.)

TIP: For a student with a large academic deficit, you very likely will not be able to close that skill-gap entirely within one 6-8-week intervention cycle.

In this instance, you should instead set an ambitious '**intermediate goal**' that will demonstrate that your student is clearly closing the academic gap with peers.

Students with substantial academic delays may require several repeated intervention-cycles with intermediate goals before they can close the skill-gap sufficiently to bring them up to grade-level peers ('**final goal**').



How to Monitor Classroom Interventions

STEP 6: How often will you collect data? The more frequently you collect data, the more quickly you will be able to judge whether an intervention is effective (Filderman & Toste, 2018). This is because more data points make trends of improvement easier to spot and increase your confidence in the pattern that the data is showing you.

Ideally, you should collect data at least weekly for the duration of the intervention period. If that is not feasible, you will want monitor student progress no less than twice per month.



How to Monitor Classroom Interventions

STEP 7: How does the student's actual performance compare with the outcome goal? Once you have created your progress-monitoring plan for the student, you will put that plan into action. At the end of the pre-determined intervention period (e.g., in 6 weeks), you will review the student's cumulative progress-monitoring data, compare it to the outcome goal, and judge the effectiveness of the intervention.

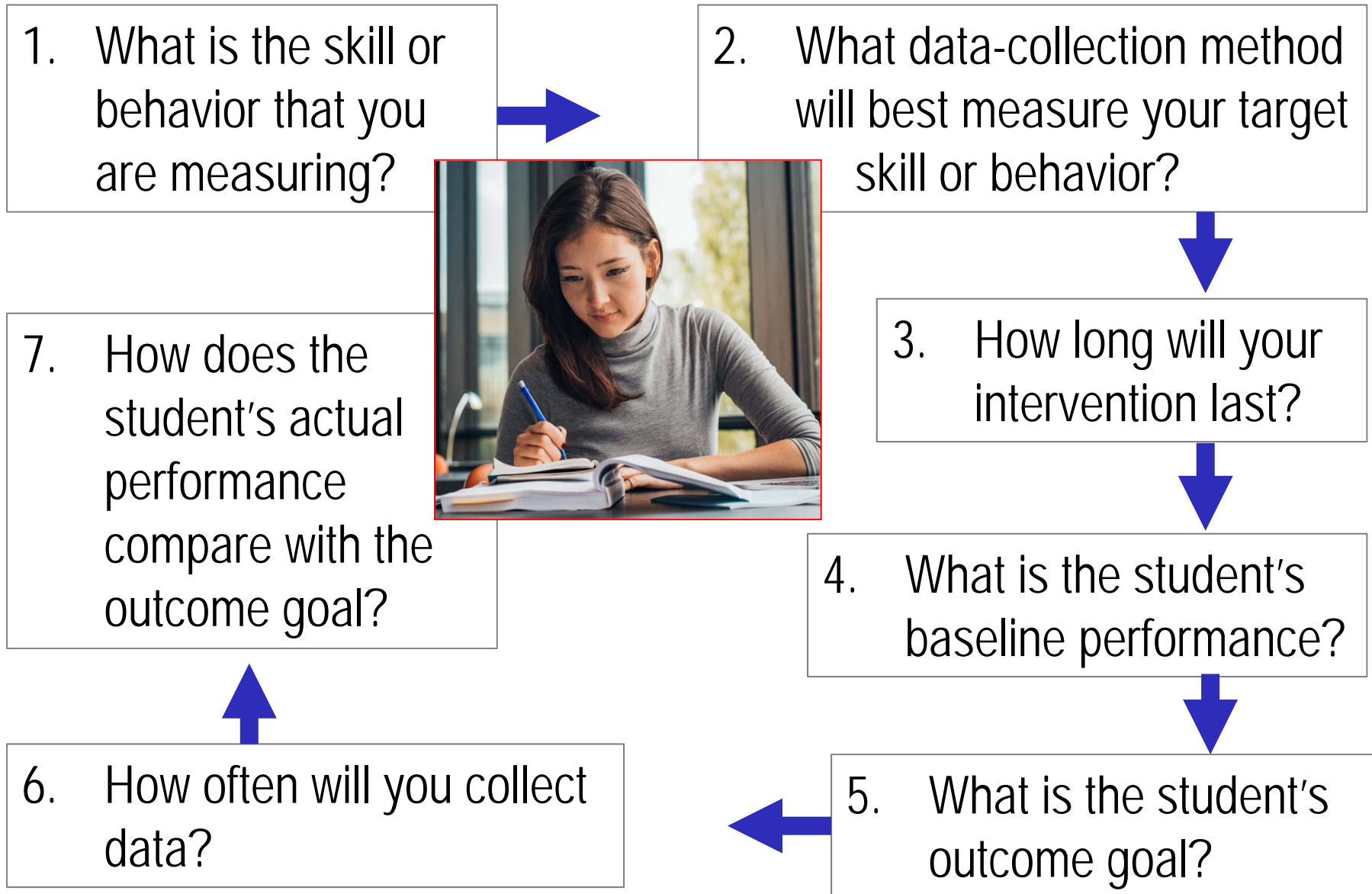


How to Monitor Classroom Interventions

STEP 7: How does the student's actual performance compare with the outcome goal? (Cont.) Here are your outcome decision rules:

- *Outcome goal met.* If your student meets the outcome goal, the intervention is a success. You can stop the intervention or continue for a time if the student still benefits from it.
- *Progress but outcome goal not met.* If your student fails to meet the outcome goal, but you see clear signs that the student is making progress, you might decide that the intervention shows promise. Here, your next step would be to alter the existing intervention to intensify its effect: e.g., smaller group size; more frequent meetings).
- *Little or no progress observed.* If your student does not make progress, you should replace the intervention plan with a new strategy.

Creating a Classroom Progress-Monitoring Plan: 7 Steps



Activity: How to Monitor Classroom Interventions



- Review the 7 steps shared here for developing a plan to monitor any classroom intervention (pp. 11-14). Discuss with your team how you could use this planning framework in your school.
- Which step(s) do you believe might be the **MOST challenging** to implement in your school?



Interventioncentral
5-Minute 'Count Down' Timer

05:00

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Activity: How Can You Strengthen Problem ID and Data Collection?

In your teams:

1. Review the information shared today:
 - 3-Part Problem-ID Statement
 - Look-Up Table Listing Reasons for Academic Problems
 - Methods to Collect Classroom Academic Data
2. Discuss a plan back in your school to weave some or all of these resources into your MTSS process.

